DOCUMENT RESUME

ED 023 550 RE 001 454

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Volunteer Reading Tutoring Program. Summary Report.

Milwaukee Public Schools, Wis.
Pub Date 68
Note-80p.
EDRS Price MF-$0.50 HC-$4.10
Descriptors-After School Tutoring, Community Consultants, *Community Programs, Cooperative Programs, Enrichment Programs, Reading Difficulty, *Remedial Reading Programs, Self Concept, *Tutoring, Urban Youth

The Volunteer Reading Tutoring Program in center city Milwaukee during the 1967-1968 school year was a mutual project of the School of Education Reading Clinic and the Center for Community Leadership of the University of Wisconsin-Milwaukee. The program was organized by two urban specialists and a reading consultant to meet the expressed reading needs of the center city community. Professional reading assistants worked with and trained the volunteer reading tutors. Tutoring centers were established in 12 churches throughout the community for retarded readers in grades 3 through 5. Positive evidence provided by informal observations and formal survey showed that the benefits of the Volunteer Reading Tutoring Program should continue to be available to center city residents. Specific recommendations for the future are listed. Reports from the 12 centers and appendixes are included. (WB)

Jim -
for ERIC/CRIER?
There is a growing interest in this topic.
Leo

VOLUNTEER READING TUTORING PROGRAM

Summary Report

Center for Community Leadership Development
University of Wisconsin - Extension

Reading Clinic
School of Education
University of Wisconsin-Milwaukee

in cooperation with

The Milwaukee Public Schools

Prepared by:

Arthur W. Schoeller, Ph.D.
Reading Consultant

RE 001 454 ED023550

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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VOLUNTEER READING TUTORING PROGRAM

Summary Report

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I. DESCRIPTION OF THE PROGRAM

A. Introduction

This report will be concerned with what happened in the Volunteer Reading Tutoring Program in the central city of Milwaukee during the school term of 1967-1968.

Two years of previous organizing effort went into the planning of this year's program. Dr. Paulson of the political science department at the University of Wisconsin-Milwaukee helped community workers to set up three tutoring centers in neighborhood churches in 1965 and 1966. Dr. Schoeller was asked to help train the volunteer tutors. During the spring of 1967, plans were laid by Dr. Paulson, Mr. George Freskos, Mr. Reuben Harpole, and Dr. Schoeller for an expanded program during 1967-1968.

The new idea in the program was to have Dr. Schoeller provide some special graduate reading teachers from the field who would serve as a reading assistant at each center so as to make expert help at the centers readily available on a continuing basis. This is believed to be a special strength in this program and seems to be a valuable innovation in a tutoring program. The directors of the project do not know of any other tutoring center in the United States which utilizes this kind of assistance to help their program succeed.

A grant of $15,000 by the Milwaukee Foundation Board from the Frederick C. Beals Fund through the auspices of Miss Catherine Cleary of the First Wisconsin Trust Company made it possible to begin the program on an expanded basis in the fall of 1967.

Unfortunately the program was not funded until November, and so some of the groups that had been ready to start in September had lost a number of their workers and children to other programs that were already underway. Therefore it was January of the new year, 1968, before all of the centers could be reorganized to move towards the objectives of the program.

B. Objectives of the Program

The Volunteer Reading Tutoring Centers were organized to meet an expressed need of the central city community for more assistance in helping their children read, so that they would continue their interest in school and develop better feelings of self-respect and self-concept as well as developing satisfactory aspirations for living and life.

Parents reported that the most serious deficiency their children had was a great lack of reading skill. A volunteer reading tutoring program was developed to help meet this need. It is clear to all that more help than this is needed, but with the dearth of trained teachers and the lack of school funds, a volunteer program may help to meet some of these pressing needs.

Dr. Paulson, Mr. Freskos, and Mr. Harpole are especially interested in organizing programs which will help develop community leadership. Central city church tutoring centers using local talent (with some help from other area volunteers) would provide an opportunity for organizing ability and leadership skills to be developed within the community, so as to help make additional resource people available for the improvement of community living and the solution of urban problems.

Thus several purposes related to individual needs and community needs are being developed in this project.

II. ORGANIZING A VOLUNTEER READING TUTORING CENTER

The original design of working with ten church centers was quickly expanded to twelve centers as the enthusiastic workers at El Shaddai Church requested admission to the program and as the interest of Mr. David Pearson, one of the reading assistants, was instrumental in establishing another center in his local church, Incarnation, on North 15th Street and West Keefe Avenue.

Selecting the Centers

Agreements to provide space and facilities at each church were obtained by Mr. Reuben Harpole with some help from two urban specialists appointed by the Dean of U.W. Extension to assist in this program. Mr. Harpole chose centers placed strategically in the core area.

Two Urban Specialists

The two specialists, Mrs. Agnes Cobbs and Mrs. Mary Suttle, were of immediate help in organizing the centers. They helped to select and appoint a coordinator at each center who would have the immediate responsibility of organizing and directing the center.

Mrs. Cobbs and Mrs. Suttle continued to work with the centers throughout the program. They helped to solve problems that arose, helped to obtain additional tutors and tutees, worked with the centers and coordinators in order to improve the program and the facilities, and participated regularly with Mr. Freskos, Mr. Harpole, and Dr. Schoeller in staff planning meetings.

The Project Staff

The Volunteer Reading Tutoring Program during 1967-1968 was a mutual project of the Center for Community Leadership Development of the University

Of Wisconsin Extension Division and The School of Education Reading Clinic of the University of Wisconsin-Milwaukee with the fine cooperation and interest of the Milwaukee Public Schools.

The University faculty members, associates, and assistants who gave part-time service to the project were:

.Mr. George Freskos - Acting Chairman
Center for Community Leadership Development

Mr. Reuben Harpole - Extension Specialist

Dr. Arthur Schoeller - Reading Consultant

Mrs. Agnes Cobbs - Urban Specialist

Mrs. Mary Suttle - Urban Specialist.

The professional reading assistants who were employed as project assistants with project funds under the auspices of the University graduate program were:

Mrs. Katharine Dettmann	-	Milwaukee Schools
Miss Marie Held	-	Milwaukee Schools
Mrs. Mildred Hoffmann	-	Milwaukee Schools
Mrs. Barbara Wesbey	-	West Allis Schools
Mr. David Pearson	-	Milwaukee Schools.

The Centers and Their Staff

Center	Urban Specialist	Coordinator	Reading Assistant
Mt. Moriah 2747 N. 4th	Mrs. Cobbs	Mrs. Cobbs Tom Bockhaus	Mrs. Hoffmann
Mt. Zion 210 W. Garfield	Mrs. Cobbs	Mrs. Dugger	Mrs. Hoffmann
Bible Way 2020 W. Walnut	Mrs. Cobbs	Phillip Wehrmeister	Mrs. Wesbey
Padon 1342 W. Juneau	Mrs. Suttle	Rev. W. Scott	Mrs. Wesbey

Center	Urban Specialist	Coordinator	Reading Assistant
St. Elizabeth 128 W. Burleigh	Mrs. Cobbs	Mrs. A. Trostel	Mrs. Dettmann
Concordia 308 W. Concordia	Mrs. Suttle	Mrs. A. Trostel Mrs. A. Hegwood	Mrs. Dettmann
Bethel Methodist 1600 W. Clarke	Mrs. Cobbs	Mrs. Mary Mitchell Mrs. Edith Butts	Miss Held
Panther's Den 2768 N. Teutonia	Mrs. Cobbs	Father Benefee Miss L. Wilson	Miss Held
Incarnation 3509 N. 15th	Mrs. Suttle	Mr. Boos	Mr. Pearson
Fellowship 2671 N. 19th	Mrs. Suttle	Miss J. Hetts	Mr. Pearson
El Shaddai 2125 N. 15th	Mrs. Suttle	Bruce Brunkhorst	Mr. Pearson (assisted by Mr. Redding)
Calvary 1727 N. 4th	Mrs. Cobbs	Mrs. Liston	Mr. Pearson

The Coordinators

The coordinators were to obtain tutors and tutees, arrange a teaching schedule, and prepare the teaching facilities for the volunteer and his pupil. Of course they were given assistance in obtaining tutors by the urban specialists. The reading assistants helped to obtain pupils from the local schools.

The Reading Assistants

The reading assistants were appointed because of their knowledge and experience in the teaching of reading. All had done advanced work in the field and were involved in direct work with children having difficulty in learning to read. The assistant met with the school principal and the coordinator in order to obtain the names and addresses of pupils in approximately grades three, four, and five who needed extra help in reading.

Severely disabled readers were not sought for the program but were left for the more expert attention from the reading center or Elementary Secondary Education Act (ESEA) remedial teacher in the school.

The reading assistants were employed for ten hours each week to provide technical assistance to the tutors. Demonstration lessons, discussions, question-and-answer sessions, and direct observation of the tutors followed by conferences were employed by the reading assistant to help the tutor at any step along the way. Each assistant served two of the volunteer tutoring centers except Mr. Pearson who worked with four centers with some assistance from a volunteer teacher, Mr. Redding.

The reading assistants also met for three or more hours each week with Dr. Schoeller to plan and evaluate their work. A testing and questionnaire evaluation was organized and carried out. Weekly adjustments were made to improve the program. Spache's Diagnostic Reading Scales were administered on a pre-test and post-test basis and questionnaires were designed for and completed by the classroom teachers, the tutors, the tutees, and the parents. A pre and post checklist of reading difficulties and strengths was also administered. In addition to this, the five reading assistants and Dr. Schoeller prepared a Guidebook for Volunteer Centers which they are having printed for use this fall.

The Volunteer Reading Tutors

The sincere dedicated volunteer is essential to the success of the Reading Tutoring program. Mr. Harpole, Mrs. Cobbs, Mrs. Suttle, and the coordinators of the centers were instrumental in obtaining about 200 volunteers. Of this number about 150 served regularly throughout most or all of the program.

Each volunteer tutor was invited to five training classes which provided ten hours of preparation for working with children with reading problems.

Mrs. Sarah Scott of the city schools supervisory staff (and recently appointed to the vice-principalship at North Division High School) taught two sessions on the sociological background of the pupils and their learning problems. Dr. Schoeller conducted three classes on tutoring children in reading. The language-experience approach in learning to read and procedures for developing reading interests were stressed. Each volunteer tutor was provided with a packet of materials which could be used to build a sight vocabulary, word attack skills, and comprehension skills as needed by the pupils. Three series of training classes were offered during the regular term. Mrs. Scott and Mrs. Alice Pieper conducted a fourth series of classes for about forty summer volunteers.

The volunteer tutors usually worked with one child for an hour or two per week after school, evenings, or Saturdays. Some tutors who had more time available worked with several children on an individual basis several times per week. Commitment, responsibility, preparation, and regular attendance were stressed by the coordinators and the other staff members.

The five reading assistants observed the volunteer tutors, conferred with them about the children's reading problems, and helped the tutors plan their program for the tutee. As regularly as schedules permitted, the reading assistants held planning sessions and presented demonstrations to help the volunteer tutors. Tutors were not expected to become teachers, but to use their creative ability and interests in stimulating the pupils' reading ability so that they would continue their efforts to learn and to gain added confidence in their ability to succeed.

The tutors took trips with their tutees, obtained fresh materials of special interests, utilized available materials, read with and to the pupils, transcribed their dictated stories, developed booklets of stories, made up

practice materials, and did their best to help the child improve his reading ability as well as increase his desire to learn and to raise his level of aspiration.

The Tutees

Pupils with about one to two years of reading achievement below their expected level were referred to the coordinators by the local school principals at the request of the coordinator and at times the reading assistant. These referrals were approved by the administration of the Milwaukee Public Schools through the cooperation of Dr. Dwight Teel, Miss Paukner, Dr. Smith, Dr. Blodgett, Mr. Yanow, Mr. R. Baer, and Mr. Cheeks. Mr. James Burke, a Helping Teacher in the Department of Elementary Curriculum and Instruction, served as a liaison person during the last three months after his appointment by Dr. Teel.

Pupils and their parents were apprised of the program by the coordinator who invited the child to accept the opportunity of working with a tutor. Upon acceptance of the invitation, the parent signed a permission slip allowing the reading assistant at the center to obtain information from the child's school records. As far as time and scheduling permitted, the reading assistants tested the tutees on the Spache (Oral) Reading Diagnostic Scales to determine the pupil's oral reading level and to note his difficulties and abilities in reading.

The reading assistant provided appropriate information about the tutee's reading ability to the tutor and helped them as much as possible to plan and execute a program for the pupil.

The Tutoring Schedule

A tutoring schedule then was arranged by the coordinator. At the present time it has become clearly evident to the staff of the project that carrying out the schedule regularly as planned is a prime requisite for a successful program. Maintaining regular scheduled attendance proved to be a continuing difficulty for the coordinator and the reading assistant. More attention to this factor in the program should be given during the next year. Tutors and tutees who cannot or do not attend regularly should be admitted to the program on a substitute basis only. They would attend only as they were needed to replace a temporary absentee missing because of illness or a similar excused absence.

The weekly attendance record must be kept by the coordinator or a volunteer assistant. This record should be completed monthly and submitted to the project director for evaluation and report purposes. The better the center's attendance record the better will be the Volunteer Reading Tutoring Program at that center.

III. PRELIMINARY EVALUATION

The results of the formal evaluation of this program will be processed by Mr. David Pearson as part of his Masters Thesis for a degree in Reading Diagnosis and Remediation. This report should be ready early during the fall of 1968.

At this time several tentative conclusions can be drawn from the people in the program and some preliminary processing of test and questionnaire results done by Mr. Pearson. These will be presented at this time with more details of the evaluation to be available after the complete data is processed.

Attendance

The monthly attendance of tutors and tutees grew rapidly for three months and then remained quite stable; however, not all of the participants continued from month to month. Enough tutors and tutees did work together from week to week to convince the staff that the project was serving its purposes and should be continued.

Attendance reports were prepared since January, 1968, and show the following record:

1968 Attendance at the Centers

Month	Tutors	Tutees
January	74	98
February	111	130
March	150	193
April	142	192
May	148	184

The figures show satisfactory growth and stability. This service was provided by the project fund at a cost of less than $75 per pupil.

General Evaluation

The staff believes that the Volunteer Reading Tutoring Program met its dual objectives quite well this year. A fairly large number of community members developed some ability to help themselves and their community. Co-ordinators especially developed more leadership ability. Tutors learned that they could contribute to the improvement of others and thus work toward the solution of educational and social problems.

Secondly, most pupils found the personal undivided attention of a tutor very helpful in improving their feelings about themselves, so that reading achievement, better attitudes toward school and self, and a growing desire to learn were continually fostered. Observation of the pupils showed that the majority of them did develop better attitudes as well as an increase in their reading skill at a normal pace.

Statistical Evaluation

An overview of the test results, the disabilities checklist, and the questionnaires support the following conclusions.

Test Scores. An average gain of six months was achieved within a five month period in the areas of word recognition, oral reading, and phonic skills. Included in the phonic area are recognition of initial consonants, vowels, consonant blends, and common syllables and blending and hearing initial consonants. It should be remembered that the children receiving this tutoring were not able to gain one month of reading skill for every month in their regular school situations. Since their usual progress is less than one month gained for every month in school, a six month gain in only five months seems significantly hopeful.

Questionnaires. Responses on more than two thirds of the Parent Questionnaires indicated that the parents feel there has been much improvement in their child's reading and attitudes.

On the Pupil Questionnaires about two thirds of the tutees expressed the feeling that they had greatly improved.

Based on the nine points of the Tutor Questionnaire, about half of the tutors reported seeing much improvement both in better pupil attitude and in the lessening of anxiety levels. Many other tutors commented that the child had possessed and maintained a good attitude and low anxiety level throughout the tutoring.

Generally, remarks made on the Teacher Questionnaires indicated that classroom teachers noted some improvement in children's attitudes toward learning and their reading ability.

Summary Conclusion

The evidence provided by informal observation and formal survey shows that the benefits of the Volunteer Reading Tutoring Program should continue to be available to residents of the central city. How large a program should be supported to meet the needs of many other reading disabled pupils in the area is not clear at this time. Certainly the growing Milwaukee Schools program of volunteer tutors will help to meet a number of these problems and problem cases. The professional assistance provided the tutors in this project was a major strength of the program and should be continued by any group that provides volunteer tutoring service.

Finally the kind and extent of community leadership development that grew out of the project this year should continue to be emphasized and developed in any future volunteer tutoring programs. The writer of this report does support the continuation of the project. A proposal for greater financial and professional support has been submitted to the United States Office of Education for funding through the Education Professions Development Act. Funding of the projects selected will be announced about November 1, 1968, to

become effective on February 1, 1969. If this project is funded it could be enlarged and improved by an increased staff and a larger supply of materials and books. Until such support or public school adoption is accomplished the program will need foundation funds in order to continue.

Recommendations

The following recommendations for next year include valuable factors in the program which should be continued and point to some factors which should be improved to strengthen the program:

1. The technical assistance to the tutors is a major innovation and strength in the volunteer program and definitely should be continued.
2. The duties, responsibilities, and requirements for each position in the program should be described in detail before the second year gets underway so that the work of each person from the directors to the tutee is clearly understood by everyone on the staff.
3. A tutor-tutee schedule must be drawn up by the coordinator and adhered to by the participants through the regular efforts of the coordinator and the tutors.
4. Attendance of tutors and tutees must be kept weekly by the coordinator or an assistant.
5. The amount of time spent in tutoring should be increased to at least two hours a week per pupil. Three periods should be the objective toward which the program should aim.
6. Some screening of the tutors needs to be developed. Perhaps a language skills achievement test should be tried as soon as feasible. At least a paragraph or vocabulary test of sixth grade level should be passed easily. The Wide Range Achievement Test of reading vocabulary might serve easily because it is the least threatening of the test instruments.

7. Continued efforts toward the public schools cooperation and involvement in the program should be promoted vigorously.

The following sections were written by the reading assistants and describe the development of the program and a general evaluation of its success at each of the twelve centers that were included in the program.

Section IV

REPORTS OF THE VOLUNTEER READING TUTORING PROGRAM FOR THE TWELVE CENTERS IN THE PROJECT

by

The Reading Assistant at Each Center

The Mount Moriah Volunteer Reading Tutoring Program

By: Mrs. Mildred Hoffmann - Reading Assistant

Mrs. Agnes Cobbs - Urban Specialist

Mrs. Agnes Cobbs & Mr. Tom Bockhaus - Coordinators

Getting Organized

The Mount Moriah program has been in operation since September, 1966. Mrs. Cobbs, a member of the church, served as coordinator. The volunteer tutors were recruited from the church, the neighborhood, and UWM. The program of the 1967 season was conducted twice weekly and consisted of twenty-two students and twenty-three tutors. Five of the tutors were students of the University of Wisconsin-Milwaukee and eighteen were local residents. The tutors were provided with a five session training course taught by Mrs. Carter and Dr. Schoeller. Two of the sessions were related to developing greater understanding of inner city children and their learning problems. The other three sessions were devoted to an over-view of reading materials and methods that could be used in the program. During the summer that the program was continued, however, the emphasis was more on meaningful experiences than on formal tutoring. In the fall the tutors continued working with ten of the children initially enrolled and decided that new students would be recruited from the neighborhood elementary school rather than the junior high school.

The coordinator and reading assistant, who had joined the program in November, met with Miss Caughlin, principal of the Fifth Street School. The principal explained the school reading program and suggested children who could benefit from tutoring. On January 30, 1968, we received the names and addresses of the children and immediate arrangements were made to invite them to join the program.

The Program

Mrs. Cobbs has continued to serve as coordinator and has enlisted Tom Bockhaus to serve as her assistant. At present there are seventeen tutors and twenty-eight students in the program. Five of the tutors are university students, four are New Berlin high school students, three are neighborhood high school students, two are neighborhood housewives and three are suburban housewives.

There are as many types of students as there are individuals; however, it is possible to group them into two main groups--the group of original enrollees and the group of children more recently enrolled. Within the group that has attended for over a year are children who are very retarded in reading, children who are slightly retarded in reading, and children who, though quite young, appear to have made an especially slow start in reading. The group of more recent arrivals consists primarily of those children recommended by the principal of the neighborhood elementary school. These are children she felt did not need the three-times a week tutoring given by the Teacher Corp at the school, the daily special help of the Remedial Teacher or the help of the Remedial Reading Teacher. She described these children as "recent achievers," children who have only recently acquired the basic phonic and structural analysis skills. These children, she felt, could most profitably benefit from once a week, one-to-one tutoring reinforcement of the skills they have and the development of comprehension skills. Ideally, individual tutoring for each of these students should have been provided, but due to limitations of tutors and space on Saturdays, Mrs. Walch and Mrs. Hirsch tutored a small group on Monday afternoons. They participated in individual reading activities, group reading activities, group games, discussions of common materials, and regular trips to the library. These children also attended the arts and crafts-creative writing group that meets at Mount Moriah

on Saturdays, wrote stories for the newspaper, participated in Saturday assemblies and joined in group field trips. The balance of the newer students attended weekly individual tutoring sessions on Saturdays.

In a summary report of the 1966-67 program the tutors and coordinators expressed the need for someone with remedial reading training to be present to answer questions and to test the level of reading in order to determine appropriate work and to provide additional approaches and techniques. During November, a reading assistant joined the Mount Moriah staff. The reading assistant was involved in pre and post testing; locating, evaluating and distributing materials; training high school tutors; observing tutoring sessions; and participating in group conferences with tutors and individual conferences with tutors, children, principals, teachers, parents, and the coordinator. During the individual conferences with tutors, the reading assistant played portions of the test-tape to illustrate the child's reading difficulties, shared observations of the tutoring sessions, reviewed previous work done with the child and suggested additional activities.

Problems of Coordination

The Volunteer Reading Tutoring Program at Mount Moriah steadily improved and grew. The average fall attendance of six has increased to a current average attendance of fifteen. Mrs. Cobbs, the coordinator, was especially sensitive to the needs of the program and worked ceaselessly to enhance the growth and make possible the improvements. Making Tom Bockhaus her assistant coordinator was an improvement that had a great positive impact on the program. Though Mrs. Cobbs worked constantly, her dual role of University Urban Specialist and Mount Moriah Coordinator meant that she was forced to divide her Saturday morning time between Mount Moriah and the other centers. Tom was a conscientious assistant and relieved Mrs. Cobbs of some of the worry

about the center on those occasions when she had to be elsewhere. He arranged for the storage of the materials and assigned rooms for the tutors.

Mrs. Cobbs, Tom, the tutors and the reading assistant discussed the need for consistent tutoring with the same tutor. All agreed that it was the goal to strive for; however, the goal was not achieved. Mrs. Cobbs has continually urged the tutors to contact their students each week; however, the same group of students does not attend every week. The reasons were many: trips out of town, illness, etc., and since more children were enrolled than tutors, the result was that frequently a tutor worked with a student other than a regularly assigned student. In order to avoid great inconsistencies in the material presented to the tutee, a folder containing each child's work was kept at the center. The tutors continued to make plans for working with their assigned students; however, they became adept at adjusting to other children with different needs. Though it is possible to concede that a certain group cohesiveness did evolve from the interaction of different tutors with different students, it was agreed that the staff shall continue to acknowledge the need for each tutee to identify with a single tutor and shall work toward a more consistent one-to-one relationship next year.

Highlights

The tutors, students, and reading assistant created a newspaper to further interest in experience stories and to promote the home-reading tutoring program relationship. The newspaper was an excellent vehicle for reporting the tutor-tutee field trips and relating these activities to the reading process. The children were also encouraged to write about school activities especially pleasing to them. It was interesting to note the many field trips taken by the children and how individual was each child's observation of the group experience.

One story that developed from an arts and crafts project was particularly poignant. In it, the author expressed her feelings about another girl taking the name she had selected for her paper mache' doll. Through the newspaper, the children learned to express their feelings, share information and practice reading before a group. They gained language facility and (in the case of the "science editor") learned research skills.

Another highlight of the program was the pancake breakfast served on the last Saturday by the arts and crafts group. They had previously held a bake sale to raise money for the necessary ingredients and provided the group with a lovely finale to a successful year.

Evaluation and Testing

The results of the standardized reading tests indicated an over-all gain of seven months for those who were tested. Less tangible was the increase in language facility. The assemblies held each Saturday, the field trip experiences, the newspaper and creative writing experiences and the tutor-tutee conversations all offered meaningful and satisfying experiences related to reading. Many of the comments made by the children on the pupil questionnaires indicated an appreciation of these activities. Though the response of the parents was entirely favorable to the program, it was less specific. They were unanimous in wanting the program to continue and wanting their children enrolled in the program. They commented:

I think this program is very helpfull to my child. She has improve very much I would like for her to continue in this program.

It was very good that my child was able to participate in the reading tutoring program.

Anthony have improved a great deal and I hope he will continue.

If this program is still available in September I would like for him to continue.

The principal, secretary, and teachers were most cooperative. They graciously supplied the information and advice requested. Comments from the teachers indicate improvement in attitudes and achievement in most cases. Some of their evaluations were:

> *Juanita is a good pupil with much ability. She is using this ability to much better advantage than she had been in February.*
>
> *Sarah made good progress in all areas. She has been alert and contributed much to class activities. Reading has improved a great deal.*
>
> *Anthony is doing well in reading. There has been some improvement in his classroom behavior.*
>
> *Genette has shown some improvement in reading and her interest in school has picked up since February.*

The tutors also indicated satisfaction with the program and a desire to have it continue throughout the summer and fall. As some indicated:

> *I hope this program will be continued over summer. The children want it and so do the tutors. It will be beneficial to both.* (Such good insight from a high school tutor!)
>
> *Conferences with reading assistant were very helpful; they generated many new ideas and approaches. . . . Continuing the program in the summer would also be highly productive and beneficial.*
>
> *I think the additional books and materials we have received are great. I'm glad we have a reading assistant because she confirms or points out to you the areas in which the child needs help.*
>
> *I think this program is making excellent progress and that is should be continued through the summer.* (A neighborhood high school student.)

Summary

The Volunteer Reading Tutoring Program at Mount Moriah has shown steady growth and improvement. The children, parents, tutors, teachers, principal, reading assistant and coordinator have all indicated an interest in seeing the program continue. Plans have been made to continue through the summer months and hopes are high that we will be able to work together in the fall.

The Mount Moriah Roster

	Tutors	Time
1.	Bachman, Jim	Ind. Sat.
2.	Beckwith, Barbara	Ind. Sat.
3.	Bockhaus, Tom	Ind. MTWThS
4.	Braunreiter, Tom	Ind. Sat.
5.	Driver, Anita	Ind. Sat.
6.	Ellis, Faye	Ind. Sat.
7.	Hirsch, Mrs.	Group M.
8.	Keno, Kathy	Ind. Sat.
9.	Kevrau, Dave	Ind. Sat.
10.	Liston, Patricia	Ind. Sat.
11.	McHalsky, Lynn	Arts Sat.
12.	Spence, Joyce	Ind. Sat.
13.	Thorndike, Betsey	Ind. Sat.
14.	Thuot, Ann	Arts Sat.
15.	Urbaniak, Sue	Ind. Sat.
16.	Walch, Mrs.	Group M.
17.	Wheelis, Marne	Ind. Sat.

Tutees

1. Beason, Deborah
2. Boston, Genette
3. Brown, Leslie
4. Buie, Caroline
5. Buie, Geraldine
6. Buie, Michelle
7. Franklin, Greg
8. Hayes, Darlene
9. Henderson, Anthony
10. Henderson, Carl
11. Hughes, Melanie
12. Hughes, Vanessa
13. Johnson, Lauretta
14. Kent, Gregory
15. Kent, Mickey
16. Lee, Bennie
17. Lee, Loretta
18. Mallory, Karen
19. Malone, Charles
20. Mathews, Greg
21. McGee, Trennie
22. Mitchell, Barbara
23. Mitchell, Brenda
24. Noble, Sarah
25. Robbin, Virginia
26. Stingley, Denise
27. Thompson, Ernestine
28. Wheelis, Tyrone
29. White, Brent
30. Wright, Juanita
31. Wright, Nanette

Coordinator - Agnes Cobbs

Assistant Coordinator - Tom Bockhaus

Reading Assistant - Mildred Hoffmann

2822 North 98 Street
Milwaukee, Wisconsin 53222
June 8, 1968

Dear Miss Caughlin,

Thank you very much for all the help you, your faculty, and your secretary have given to those of us working with the UWM Volunteer Reading Tutoring Program at the Mount Moriah Church.

I realize how busy you are and how full your schedule is; therefore, I am especially appreciative of the gracious way you responded to our requests for advice and information.

We have tried to reinforce the reading skills taught in school, to develop the child's self-confidence and to raise his level of aspiration. In this way we hope we have helped to improve reading achievement.

If I can be of any help to you please do not hesitate to call or write me.

I hope you have a restful, relaxing summer.

Very truly yours,
Mildred Hoffmann,
Reading Assistant

* *

I like to sing.
I can sing the song,
"Here Comes Peter Cottontail".

by Anthony Henderson

* *

I like to sing, too.
I can sing the song,
"Twinkle, Twinkle Little Star".

by Melanie Hughes

* *

On Saturday, March 23, I went with Tom to the bakery. We also went to the museum and to the Boston Store. At the bakery we got three chocolate eclairs.

by Juanita Wright

4-20-68

We went to Sue's house with Barbara and Sue. After reading together we met Sue's mother. Then we had very good cookies and milk.

by Nanette Wright and Laretta Johnson

* *

I am learning how to knit. Mrs. Spence is teaching me.

by Denise Stingley

* *

Mickey and I have the same last name, but he is not my brother. He is my cousin.

by Gregory Kent

* *

Tom and I went to the museum on March 23, 1968. When we came back we took Tom's mother to the grocery store. On the way we saw a car crash.

by Bennie Lee

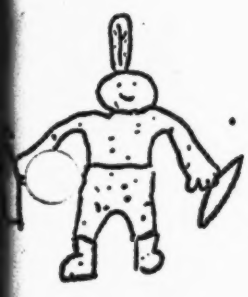
The Mount Moriah Messenger #6

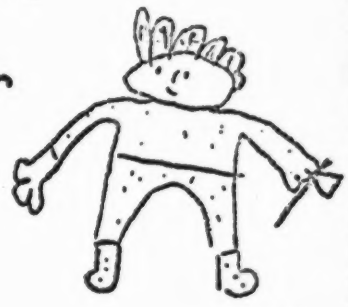
May 25, 1968

* *

My Story

Last week Barbara and I went to the museum. We saw a model of the moon. We saw some model Indians. We saw all kinds of rock. Other things we saw: animals, wheels, flowers, and a pioneer's house.





By Nanette Wright

* *

The Science Corner

by

Greg Franklin

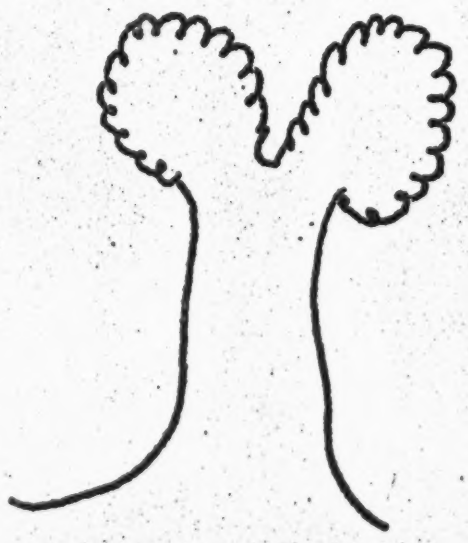
Did you know that some stars are not really stars? What are they?

(Answer on page 4)

My Trip To Whitnal Park

Our class went on an all day trip to Whitnal Park. We had fun. A lady guide showed us the way through the forest. In the forest we saw a tree that that was 200 years old and we saw a tree that had been struck by lightning. We saw a tree that looked like one tree at the bottom and two trees at the top. It really was two trees. The lady said that the animals sleep in the day and eat at night.

By Sarah Noble



Things That I Wish Would Happen

I wish I would be in another room and I wish I was a grown lady. I wish that when I get fifteen I would have a lucky stone. Mr. Jack said that when I get fifteen he would get me a lucky stone.

By Denise Stingley

* *

To The Farm

We are going to the farm. We will like to go there. I like the animals. I like a farm with animals. Do you think they will have sheep?

By Michelle Buie

Science Corner Answer

They are planets. A star has its own light, but a planet doesn't. A planet gets its light from the sun. The sun's light shines on the planet.

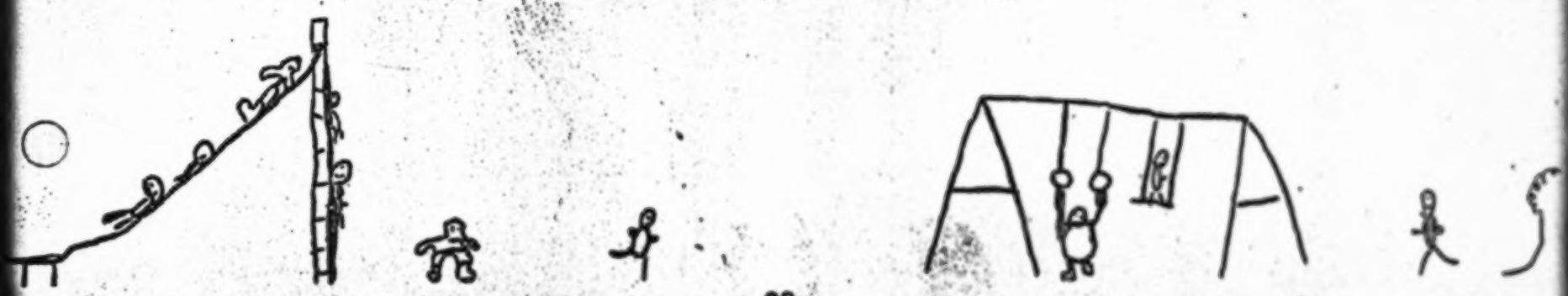
The difference between a star and a planet is that a star twinkles and a planet shines with a steady light.

* *

Whitnal Park

We went to Whitnal Park and saw the lagoon with the hand in the water. We rode in a bus. On the swings and slides we had fun.

By Deborah Beason



A Trip To Whitnal

We went to Whitnal Park and played. We went to the Black Lagoon and a big black hand came out. When we went to the wishing well Karen put in a quarter. The man who owns the place let us get wet so I fell in the water and my pants got wet. We went into the woods to look at the trees. One tree was called a red willow tree. When we got done in the woods I went to get a hamburger from Mr. Sternberg. The hamburgers were so burned up that we could hardly eat them. So the bus came and we went home.

By Geraldine Buie

Whitnal Park

We went to Whitnal Park on May 15. We walked through the woods and then we went to eat lunch. Some people took off their shoes. At the Black Lagoon a hand comes up if you throw a rock in. A boy named James Smith almost fell in. There was a girl named Cynthia Cobbs who almost fell in. Miss Blevins went with us. Mr. Sternberg cooked some black hamburgers. We had fun there.

By Caroline Buie

The Mount Zion Volunteer Reading Tutoring Program

By: Mrs. Mildred Hoffmann - Reading Assistant

Mrs. Agnes Cobbs - Urban Specialist

Mrs. Dugger & Mrs. Cunningham - Coordinators

Getting Organized

The Mount Zion program has been in operation since April, 1967. Mrs. Dugger, a member of the church, served as coordinator. The volunteer tutors were recruited from the church, the neighborhood, and UWM. The program of the 1967 season was conducted once a week and consisted of fourteen tutors and fourteen students. The tutors were provided with a five session training course taught by Mrs. Carter and Dr. Schoeller. Two of the sessions were related to developing greater understanding of inner city children and their learning problems. The other three sessions were devoted to an over-view of reading materials and methods that could be used in the program. In the fall the tutors continued to work with four of the children who had returned for additional help in reading.

Mrs. Dugger met with Mr. Gordon, principal of the Garfield Avenue School, in December, 1967. They discussed the aims of the program and the need for additional tutees. In February, 1968, the reading assistant, who had joined the program the previous November, met with Mr. Gordon to further explain the program and to enlist his aid in the selection of additional tutees. He was most cooperative and forwarded a list of tutees to Mrs. Dugger within the week. Mrs. Dugger made immediate arrangements to enroll the children in the program. She wrote letters to the parents inviting them to visit the program and to enroll their children.

The Program

Mrs. Dugger has continued to serve as coordinator and has enlisted Mrs. Cunningham to serve in her place during her maternity leave. At present, there are fifteen students and seventeen tutors. Seven of the tutors are neighborhood housewives, four are suburban housewives and six are New Berlin high school students. The students are primarily the candidates recommended by Mr. Gordon; however, there are three of last year's original enrollees still attending. Most of the children are extremely retarded in reading; therefore, most of the activities have involved word recognition and beginning word attack skills.

In a summary report of the 1966-67 program, the tutors and coordinators expressed the need for someone with remedial reading training to be present to answer questions and to test the level of reading in order to determine appropriate work and to provide additional approaches and techniques. During November, a reading assistant joined the Mount Zion staff. The reading assistant was involved in pre and post testing; locating, evaluating and distributing materials; training high school tutors; observing tutoring sessions; and participating in group conferences with tutors and individual conferences with tutors, children, principals, teachers, parents and the coordinator. During the individual conferences with the tutors, the reading assistant played portions of the test-tape to illustrate the child's reading difficulties, shared observations of the tutoring sessions, reviewed previous work done with the child and suggested additional activities.

Problems of Coordination

The Volunteer Reading Tutoring Program at Mount Zion steadily improved and grew. The average fall attendance of three has increased to a current average attendance of nine. The coordinator, tutors and reading assistant have evolved a Tutor-Buddy Plan in order to provide more consistent tutoring. Each New Berlin high school tutor worked with an adult "tutor-buddy." The students assigned to the buddy team were of comparable level so that the adult could share materials and ideas with the high school tutor. If one of the members of the buddy-team was absent the other member was able to tutor both tutees since they were on a comparable level. This plan has proven successful; however, it is not the ideal solution for the problem of tutor absence.

Another step taken to avoid great inconsistencies in the material presented to the tutee was the establishment of a file containing folders with each child's work. This folder was kept at the center and updated weekly.

Highlights

Each weekly session had its highlight. One week it was a field trip to Mitchell Park. Another week it was the sharing of their book of "published" stories. Special reading games after the refreshments and special taste treats such as cactus candy after viewing cacti at Mitchell Park and fresh pineapple on Hawaii Day were all highlights of the program that helped the children to relate pleasurable experiences to reading.

Perhaps the highlight of the year was the picnic at Miss Lefler's summer home on Spring Lake in Palmyra. It was a perfect picnic day that provided the group with a perfect finale to a successful year.

Evaluation and Testing

The results of the standardized reading tests indicated an over-all gain of five months for those who were tested. Less tangible was the increase in language facility. The refreshment periods each Saturday followed by group reading games, the field trip experiences, the creative writing experiences and the tutor-tutee conversations all offered meaningful and satisfying experiences related to reading. Many of the comments made by the children on the pupil questionnaires indicated an appreciation of these activities. Though the response of the parents was especially favorable to the program, it was less specific. They wanted the program to continue and wanted their children enrolled in the programs of the future. They commented:

I'd like to have Kim continue these programs. These programs improve his reading in school and out of school.

Having him more incurrage to read in the future. I am satisfied with his reading now.

Oh yes she love her reading just fine and love to go much as she can. that wood be find for her to go - think

Marie seems quite interested in your program and I think you're doing a fine job.

The principals, secretaries, and teachers were most cooperative. They graciously supplied the information and advice requested. Comments from the teachers indicate improvement in attitudes and achievement in many cases. Some of their evaluations were:

Some improvement has been shown in reading. I hope she continues to attend the program.

He has constantly commented on the tutorial program. Enjoys it very much. I'm quite certain that due to the reading program his oral sight vocabulary has increased a great deal.

Trenton's written work has improved, I feel, because of some improvement in his sight reading vocabulary.

If he continued to attend the Tutoring Program I am sure he will improve. He needs more individual attention.

Enjoys reading and the tutorial program very much.

Has improved some in reading with help of tutorial program. Enjoys the program. His slowness in reading doesn't seem to affect his performance in other subjects.

The tutors also indicated satisfaction with the program and a desire to have it continue throughout the summer and fall. As some indicated:

I feel the program is definitely worthwhile, not only from the standpoint of improvement in reading but also because of better social relationships and understanding.

The program should continue in the summer about every other day . . . If possible more work should be done in a different community other than the one he lives in.

I believe this program is very helpful to the children but I also feel that more time should be made available for group work. But I understand time is limited and individual work is needed.

I'd love to continue with Jackie for as long as I can. She's really hard working and has a lot of energy.

Summary

The Volunteer Reading Tutoring Program at Mount Zion has shown steady growth and improvement. The children, parents, tutors, teachers, principal, reading assistant and coordinator have all indicated an interest in seeing this program continue. Mr. Gordon, principal of the neighborhood elementary school, has given the reading assistant a list of twenty-five names of children he would like to see participate in a summer reading tutoring program. Included in the list are the addresses, grade levels, and reading levels. It is hoped this program will continue through the summer months and throughout the coming school year.

Tutors	Tutees
1. Brown, Mrs.	1. Allison, Trenton
2. Couillard, Pat	2. Cunningham, Anthony
3. Cunningham, Mrs.	3. Cunningham, LaRance
4. Duffy, Roger	4. Ealy, Patricia
5. Hennig, Debbie	5. Ealy, Rosa
6. Juday, Bob	6. Ellis, Floyd
7. Kern, Jeff	7. Godron, Joe David
8. Lefler, Mrs.	8. Guyton, Maria
9. Norwood, Mrs.	9. Hudson, Mary
10. Potter, Mrs.	10. Johnson, Kim
11. Robbins, Mrs.	11. Luse, Ronald
12. Strickland, Mrs.	12. Mann, Jacqueline
13. Strickland, G.	13. Morse, Charles
14. Turner, Mrs.	14. Williams, Brenda
15. Wade, Mrs.	15. Williams, Derek
16. Williams, Mrs.	
17. Wilson, Vicky	

Coordinators - Mrs. Dugger & Mrs. Cunningham

Reading Assistant - Mildred Hoffmann

All Tutoring Sessions Saturdays, 10:00 a.m. - 12:00 m.

2822 North 98 Street
Milwaukee, Wisconsin
June 8, 1968

Dear Mr. Gordon,

Thank you very much for all the help you, your faculty, and your secretary have given to those of us working with the UWM Volunteer Reading Tutoring Program at the Mount Zion Church.

I realize how busy you are and how full your schedule is; therefore, I am especially appreciative of the gracious way you responded to our requests for advice and information.

We have tried to reinforce the reading skills taught in school, to develop the child's self-confidence and to raise his level of aspiration. In this way we hope we have helped to improve reading achievement.

If I can be of any help to you please do not hesitate to call or write me.

I hope you have a restful, relaxing summer.

Very truly yours,
Mildred Hoffmann,
Reading Assistant

Bible Way

By: Mrs. Barbara Wesbey - Reading Assistant

Mrs. Agnes Cobbs - Urban Specialist

Mr. Phillip Wehrmeister - Coordinator

Getting Organized

Bible Way seemed destined from its beginning to meet failure. We began on December 19, 1967, with one coordinator-tutor, Mrs. Cobbs, and the reading assistant. Materials, space, tutors, and tutees were discussed and arrangements for the first tutoring session were established for January 6, 1968. Tutoring continued sporadically with one tutor and two tutees. On February 19, two more tutors were added. By February 25, four tutors had volunteered, and in March, seven tutors were attending. Two factors were obvious at this time. The tutors refused to contact their tutees to remind them to be there on time and the result was no tutees at their appointed session. The second factor was the noticeable lack of enthusiasm on the part of most tutors. By April 9, no tutors were attending and the coordinator was contemplating moving. After a series of phone calls to Mrs. Cobbs it was decided an entirely new program had to be established. At this time arrangements are being made for a summer program with a new coordinator and tutors.

Problems of Coordination

Strong leadership was lacking at Bible Way. No one wanted the responsibility of contacting homes, schools, or children. There was a lack of cooperation also. Necessary affairs were not completed at the due date. A person with organizing ability was required for coordinating the center, and it did not seem possible to produce one.

The Program

For a period of three weeks we had seven tutors and seven tutees enrolled and attending. Usually, however, there were one to two tutors and either no tutees or too many to accommodate.

No school or home contacts were made. No parent release forms were returned.

Coordinator - Phil Wehrmeister

Reading Assistant - Mrs. B. Wesbey

Tutors: (These were mostly UWM students.)

Camille Palmer
June Piakoski
Sara Beech
Veronia Parks
Jeffrey Mace
Jackie Trice
Thomas Bottoni
Dave Luff
Phil Wehrmeister

Of the tutors, Phil and Camille were most regular. The others attended from one to four sessions at the most.

Tutees:

Renee Smith
Barbara Whalen
Will Bree
Michael White
Patty Patterson
Denice Hazley
Cindy Patterson
Celestine Jones
Randy Patterson
Lesia Patterson

During January, we met on Saturdays from 10:00 a.m. to 12:00 m. From February until April we met on Mondays from 4:00 p.m. to 6:00 p.m.

Evaluation and Recommendation

Perhaps paid tutors is the answer at Bible Way. This might instill a deeper sense of responsibility into the staff. This center needs desperately to be reestablished and reorganized. The area surrounding Bible Way is one of the most needful in the city. These children need a one-to-one relationship.

Summary

At present Mrs. Cobbs is attempting to organize a summer tutoring program at Bible Way. She has a coordinator and some high school students to work on Saturdays. They are planning to enroll in the UAM reading class before they begin tutoring. It is sincerely hoped that this center will be able to operate this summer.

Padon

By: Mrs. Barbara Wesbey - Reading Assistant

Mrs. Mary Suttle - Urban Specialist

Rev. Willie Scott - Coordinator

Getting Organized

Padon began operations on December 4, 1967, with a meeting of tutors, the reading assistant, and coordinator. The tutors began tutoring the following week, but with Christmas so near, not much was accomplished until after the holidays. Another meeting was held January 18, 1968, to reestablish the reading program. Tutoring progressed for a few weeks but again began to lag. Mrs. Suttle assisted the center in reorganizing. New tutors and tutees arrived and for a few weeks the program seemed successful, but soon it began to falter again. Finally, on March 28, 1968, a meeting was called that included church officials, interested members, tutors, reading assistant, Mrs. Suttle, Mr. Harpole, and the coordinator. During this session it was established whether a center would be conducted and how we could conduct it. It was agreed by all to continue the program and responsibility was designated to various people. Monthly meetings were arranged so that all problems could be solved before they became disproportionate. This final arrangement has been most successful in helping the tutoring program proceed in orderly fashion.

Problems of Coordination

The problems of coordination arose from the lack of defined duties of each person involved in the program. It wasn't until the coordinator and the reading assistant outlined the responsibilities of the tutors, tutees, reading assistant and the coordinator that the center began to flourish. With this printed outline presented to each member of the center, everyone now knew who was responsible for specific matters and they could contact that person if problems developed.

The Program

Coordinator - Rev. W. Scott

Reading Assistant - Mrs. B. Wesbey

Assistant Reading Coordinator - Mrs. McFarland

Reading Secretary - Mrs. Loyd

Home Contact - Mrs. Gant

Tutors:

Mrs. Word
Mrs. Bremmer
Mrs. Thuot
Mrs. Fraunfelder
Mrs. Scherwanka
Mr. Heller
Mrs. Heller
Mrs. Kilps (Left for summer; returning in fall)
Mrs. Schlamp (Contemplating a return in the fall)
Mr. Wegehaupt (Moved to Minnesota)
Mrs. Wegehaupt (Moved to Minnesota)
Mr. King (Left without prior notification)

Total of 14 tutors minus 5 equals a present total of 9 tutors.

Tutees:	Grade:	Reading Problem:	School:
Michelle Richardson	2	Reading for pleasure	20th
Jim Brown	2	Vowels, blending	MacDowell
Robert Grace	2	Just began tutoring	20th
Beverly Willis	4A	Oral, comprehension	Garfield
Eugene Jackson	3	Sight vocabulary, oral, comprehension, phonetics	9th
Dewayne Gant	4B	All reading areas	Hartford
Michael Harris	4	Sight vocabulary, Reading for pleasure	9th
Bernard Gant	5A	Vowels, syllables, word recognition	Hartford
Jeff Martin	5	Just began tutoring	Siefert
James Dirden	4	Oral, sight vocabulary	9th
Charles Willis	3	All reading areas	Garfield
Jimmie Jackson	6	All reading areas	9th
Michele Jackson	2	Reinforcing reading skills	9th
Herbert Pope	Adult	Cannot read	----

Present total 14 tutees.

Due to the departure of some tutors, a new tutoring schedule is being arranged. At present, the following have been assigned:

Mrs. McFarland:	Robert Grace Michelle Richardson	
Mrs. Word:	Dewayne Gant	
Mrs. Thuot:	Jeff Martin James Dirden	
Mrs. Fraunfelder:	Charles Willis Michelle Jackson	
Mrs. Scherwanka:	Beverly Willis Jimmie Jackson	
Mr. Heller:	Bernard Gant Jimmy Brown	
Mrs. Kilps:	Michael Harris	(Both are not in the summer program but will return in the fall.)
Mrs. Heller:	Herbert Pope	
Mrs. Bremmer:	Eugene Jackson	

Tutoring sessions were held every Tuesday and Thursday evening from seven to nine o'clock. Most tutors met both days. A few only met one day or the other. There has been a steady growth of attendance since the beginning of the program. During the past two months very few absences have been recorded. This regular attendance may partly be due to the fact that tutors arrange to transport their tutees to and from the center.

School relations were established with a few schools. More contact was not made because parent permission slips were extremely slow arriving. Until the past months there was no one available at the center to contact the homes for the slips.

Highlights.

One of the interesting developments of the tutoring program is the tutor-tutee relationship being established. Both tutor and tutee have had opportunities to visit each other's homes. These visits have been from a few minutes to an entire weekend. The reactions of the tutees have been most rewarding.

The newest development at Padon is the founding of a parent group. The firs meeting was held May 31 and ten parents attended. An explanation of the reading program was presented and arrangements were made for more meetings.

Evaluation and Recommendation

Only the children who were in the program since February were tested. Since this represented only a small number of tutees, it is difficult to say what gains in reading were made. Through the check lists, conferences, and an evaluation meeting the tutors and reading assistant had, it was felt that the tutees are making slow but steady reading gains.

The most prominent gains noted were in "self-awareness." This was observable through the children's attitudes and from the teacher questionnaires.

Summary

Padon has shown much growth during the past few months and should grow even more now that the first pangs of organization are over. The people at Padon have a pride in what they are accomplishing at their center and are building a solid foundation for future expansion.

St. Elizabeth's Volunteer Reading Tutoring Program

By: Mrs. Katharine Dettmann - Reading Assistant

Mrs. Agnes Cobbs - Urban Specialist

Mrs. Albert Trostel - Coordinator

Getting Organized

The St. Elizabeth program started with a summer session in 1967. Mrs. Reuben Harpole was the community leader for all of the church programs and Mrs. Albert Trostel, along with several women from Plymouth Congregational Church, planned and directed the activities. At that time some basic reading materials were purchased with guidance in selection by Dr. Arthur Schoeller of the University of Wisconsin-Milwaukee Reading Clinic.

Three tutors, two from Plymouth Church and one from the University of Wisconsin-Milwaukee, continued with the reading program into the fall of 1967. During February of 1968 the program started to grow until it reached a peak of eight tutors and twelve tutees in March. Of this group only one tutor and tutee have since dropped out of the program.

Problems of Coordination

An organizational meeting was held at the Victor Berger School on January 10, 1968. Mr. George Freskos, Mr. Reuben Harpole, Mrs. Harpole, Mrs. Cobbs, and Mrs. Suttle explained the purposes of the program and Mr. Michael Russell, principal of Victor Berger School, expressed interest in the program and volunteered to supply the names of children who would be eligible to participate. Mrs. Trostel, who served as tutor coordinator, assigned the tutees, one to each tutor.

Before tutoring started, Mrs. Trostel and the reading assistant met the tutors at the church and held an orientation session. We attempted to stress "first day activities" for use with the tutee in order to resolve any undue

concern on the part of the tutor. Part of the time was spent in acquainting the tutors with the materials available and some of their uses. Many of the tutors had attended the five training sessions given under the direction of Dr. Schoeller at the University of Wisconsin-Milwaukee, and, as a result, were ready to start.

Program

Coordinator - Mrs. Albert Trostel

Tutors:

Mr. Walter Blischke
Mrs. Constance Cope
Miss Shirley Kazerozsky
Mr. James O'Brien
Sister Richter
Mrs. Leon Siwich
Mr. Albert Snowdon
Mr. Evel Taschner

Tutees:	School:	Grade:	Reading Problem:
William Jefferson	McKinley	P5	Word Recognition
John Griggs	Berger	P6	Word Attack
Carlton Lockheart	St. Elizabeth	P6	Comprehension
James Salley	Berger	4A	Word Attack
Cynthia Wickwire	Berger	4A	Word Recognition
Kimberly Harris	Berger	4A	Word Attack
Nadine Childs	Berger	5B	Word Attack
Willard Lockheart	St. Elizabeth	5A	Comprehension
Yolanda Lockheart	St. Elizabeth	6A	Comprehension
Anthony McDowell	Fulton	7B	Comprehension
Reginald Armstrong	Riverside	10B	Comprehension
Harry Taylor	MacDowell	SpC	Word Recognition

Reading Assistant - Katharine Dettmann

As soon as possible after a child had enrolled in the program, the reading assistant administered the Spache Test and discussed the results with the tutor. The test helped to designate areas of strength and of weakness as well as the child's instructional level. With the areas of weakness in mind a general plan was formulated to help the child. The reading assistant continued to observe and give aid and guidance. Near the end of the program a post-test was given in order to evaluate the child's growth.

The language-experience approach was stressed. This gave the tutor and tutee the opportunity to share common experiences, to talk about them and then to write about them. From these stories needed word attack skills could be practiced.

Both the tutors and tutees have been very faithful in attendance. At its peak the program had eight tutors working with twelve tutees, while at its close there were seven tutors and eleven tutees. Those tutors who served two children usually took them individually.

One of the tutors working with two children tutored twice a week but the others all worked once a week for one hour. There was no tutoring on Saturday. The sessions were held on Tuesday, Wednesday, Thursday, and Friday. Some were held after school and others in the evening.

Sister Mary DeSales, principal of St. Elizabeth's School, and Mr. Michael Russell, principal of Victor Berger School, were most gracious in providing names of pupils eligible for the program and securing information needed as well as distributing and collecting the Teacher Questionnaire. Without this basic background information about the child, the program could not have functioned nearly as effectively as it did.

Highlights

In dealing with children many interesting and amusing incidents are bound to occur. One little boy, after completing the Spache Test for the second time, told the reading assistant, "I just love to be tested." Then he invited her to his birthday party which will take place next September. Another little boy, when asked to list things he liked at the end of the Pupil Questionnaire, wrote, "Love my tutor." One little girl told her mother she liked to go because she played games. The child never realized that these were reading games played with a definite purpose in mind.

Evaluation and Recommendation

The results of the Spache Test are quite interesting. The over-all average shows a gain of seven months. The greatest gain, one year and two months, occured in consonant sounds. Second in line, each showing a nine month gain, were word recognition and common syllables. Blending came next showing a gain of seven months, and this test was followed by instructional level, vowels, and consonant blends each with a gain of five months. The smallest gain of three months occured in potential level and letter sounds. These gains are encouraging, especially when we take into consideration that some of these children were in the program only a short time. Whatever the causes for these gains may be, at least the child shows increased reading ability. These results include nine of the twelve children involved. One boy was dropped because he was working above grade level, one girl entered the program too late for testing, and one boy could not be reached for the post-testing.

The Checklists of Reading Difficulties and Strengths show a consistent decrease in the number of weaknesses and some gains in strengths. The questionnaires lean heavily to the positive side. The pupils enjoyed the program and seem to have become very attached to their tutor, the tutors evidence a feeling of pride and satisfaction as well as sincere interest in what they are doing, and many parents feel that the program has helped their child a great deal and expressed the hope that it could continue.

Summary

The Volunteer Reading Tutoring Program at St. Elizabeth's was slow in starting, but once organized it became very stable and reliable. Many of those involved have expressed the desire to continue this project next fall with some of them planning to attend this summer. Much of what is good in the program, I feel, lies not in those areas which are measurable, but in those human contacts which are immeasurable.

St. Elizabeth's Tutor and Tutee Schedule for May, 1968

Tutor and Tutee	Date 1	2	3	7	8	9	10	14	15	16	17	21	22	23	24	28	29	30	31	%
Mr. Walter Blischke		P		P			P	P			P	P			P	P			P	100
Nadine Childs		P		P			P	P			P	P			P	P			P	100
Anthony McDowell		P		P			P	P			P	P			P	P			P	100
Mrs. Constance Cope	P				P				P	P			P				P			100
James Salley	P				P				P	P			P				P			
Miss Shirley Kaserozsky			P				P				P				P				P	100
Kimberly Harris			P				P				P				P				P	100
Cynthia Wickwire			P				P				P				P				P	100
Mr. James O'Brien		P			P				P				P					A		80
Reginald Armstrong		P			P				P				P					A		80
Sister Richter		P			P				P				P					A		80
Carlton Lockheart		P			P				P				P					A		80
Yolanda Lockheart		P			P				P				P					A		80
Mrs. Leon Sivich			P			P				P				P					A	80
Harry Taylor			P			P				P				P					A	80
Mr. Albert Snowdon		P			P				P				P					A		80
John Griggs		P			P				P				P					A		80
William Jefferson		P			P				P				P					A		80

Concordia's Volunteer Reading Tutoring Program

By: Mrs. Katharine Dettmann - Reading Assistant

Mrs. Mary Suttle - Urban Specialist

Mrs. Alving Hegwood & Mrs. Albert Trostel - Coordinators

Getting Organized

In the fall of 1967 Concordia Church was sponsoring an after school study program. Several women from the community would be at the church after school and would help any child who wished assistance with his home work.

There was one tutor working with one tutee in reading at this time. Reverend Milton Wolf, pastor of Concordia Church, felt deeply the need for an organized program. The reading assistant visited the church early in December and work was started to set up such a program. A second tutor and tutee started work that month.

Problems of Coordination

On January 10, 1968, an organizational meeting was held at the Victor Berger School. Mr. George Freakes, Mr. Reuben Harpole, Mrs. Harpole, Mrs. Cobbs, and Mrs. Suttle explained the purposes of the program and its organization. Mr. Michael Russell, principal of Victor Berger School, expresses interest in the program and volunteered to supply a list of names of children who would be eligible to participate. Mrs. Alvin Hegwood was named community leader. Mrs. Albert Trostel, who served as tutor coordinator, enlisted five tutors who would be ready to enter the program early in February.

As new tutors were recruited Mrs. Trostel would meet them at the church and the reading assistant would be present to clarify program procedures, discuss some ideas for that all-important first meeting of tutor and tutee, and acquaint the tutors with the material available and give an over-all view

of how it could be used. Mrs. Trostel would then assign one tutee to each tutor. The tutor would make arrangements to visit the child's home and decide upon a suitable meeting time. Many of the tutors had attended the five volunteer training sessions offered at the University of Wisconsin-Milwaukee under the direction of Dr. Arthur Schoeller, Director of the UWM Reading Clinic.

By the end of February the program had grown to nine tutors working with nine tutees. In March three New Berlin high school students joined the group. Four pupils were added and this group met Saturday mornings. The program reached its peak at this time, totaling twelve tutors and thirteen tutees and continued with this number until June.

The Program

Coordinator - Mrs. Alvin Hegwood

Tutor Coordinator - Mrs. Albert Trostel

Tutors:

Mrs. Elston Bellknap
Miss Cheryl Fenning
Miss Valerie Hunter
Miss Linda Klinger
Miss Sibley Kopmeier
Mrs. Roland Lamboy
Miss Evelyn Mercer
Mrs. Grace Morgan
Miss Lois Olsen
Miss Mary Steuber
Miss Peggy Tischner
Miss Chris Williams

Tutees:	School:	Grade:	Reading Problem:
Shelton Rodgers	Berger	4B	Word Recognition
Christopher Stribling	Berger	4A	Word Recognition
Duane Daly	Berger	4A	Word Attack
Thomas Mullins	Berger	4A	Word Attack
Jerlean Bradley	Berger	5A	Comprehension
Leroy Cockroft	Berger	5A	Word Attack
Eddie Yancey	Berger	6B	Word Recognition
Jacquelin Austin	Berger	6B	Comprehension

Tutees:	School:	Grade:	Reading Problem:
Wendy Rodgers	Berger	6B	Comprehension
Eugene Uptgrow	Berger	6A	Word Attack
Greyland Hegwood	Clemens	6A	Word Attack
Cheryl Carley	Berger	6A	Word Attack
Brian Tatum	Berger	6A	Word Attack

Reading Assistant - Katharine Dettmann

Each child was tutored once a week for one hour. The Spache Test was given as a child entered the program and the results were then reviewed with the tutor in order to point up areas of weakness so that special attention might be directed to them. We stressed the language-experience approach--the idea of having a tutor and tutee share an experience, talk about it, then write about it and later use this story to teach a particular word attack skill. Field trips followed by constructive conversation and later writing the story have a definite relation to reading. The child experiences immediate success as he is able to read his own story.

The reading assistant continued to observe and give aid and guidance as needed. Conferences were carried on before or after a session or even by telephone when it became necessary.

The Spache Test was repeated near the close of the program in order that results might be measured and evaluated. Questionnaires were distributed to tutors, tutees, parents, and classroom teachers to obtain the opinions of all interested parties.

Mr. Michael Russell, principal of the Victor Berger School, was most gracious in supplying any needed information. He compiled the list of possible tutees and the pertinent scores for each and distributed and collected the teacher questionnaires. This excellent cooperation on the part of the school helped to make the program run smoothly and effectively.

Highlights

Because the children attending this program did not meet at a uniform time, there were no cooperative activities. One of the highlights for the four Saturday morning pupils was a picnic at the home of one of the New Berlin tutors. The children rode a palomino and generally had a wonderful time. Another child influenced his classroom teacher to come to one of his tutoring sessions and meet and visit with his tutor. Another tutor got her tutee interested in stamp collecting as she had access to stamps from all over the world. Trips to the zoo, the main library, the museum, and the tutor's home for dinner, the ice show, and picnics were all pleasant experiences for these children.

Evaluation and Recommendation

The results of the Spache Test show an average gain of seven months. Consonant sounds reveal a gain of one year and two months. Word recognition and common syllables follow showing a gain of nine months with blending next with a gain of seven months. Instructional level, vowels and consonant blends show an average of five months, while potential level and letter sounds increased only three months.

The Checklists of Reading Difficulties and Strengths reveal a consistent decrease in the number of weaknesses with some gains in strengths. The questionnaires indicate that pupils, parents, and tutors are excited about this program and the accomplishments of those involved.

Summary

The program at Concordia was small and slow in developing at the start but it has shown steady growth and development. Many of those involved have expressed the hope that it may continue and a desire to take part in it possibly this summer and also next fall.

Concordia's Tutor and Tutee Schedule for May, 1968

Tutor and Tutee	Date 1	4	6	7	8	11	13	14	15	18	20	21	22	25	27	28	29	%
Mrs. Elston Belknap				P				P				P				P		100
Greyland Hegwood				P				P				P				P		100
Miss Cheryl Fenning	P				A				P					P				75
Eugene Uptgrow	P				A				P					P				75
Miss Valerie Hunter	P			P				P				P					P	100
Brian Tatum	P			P				P				P					P	100
Miss Linda Klinger	P			P				P				P					A	80
Thomas Mullins	P			P				P				P					A	80
Miss Sibley Kopmeier	P			P				P				P					P	100
Eddie Yancey	P			P				P				P					P	100
Mrs. Roland Lamboy			P				P				P				P			100
Cheryl Carley			P				P				P				P			100
Miss Evelyn Mercer		P				P				P				P				100
Leroy Cockroft		P				P				P				P				100
Mrs. Grace Morgan		P				P				P				P				100
Christopher Stribling		P				P				P				P				100
Miss Lois Olsen			P				P				P				A			75
Duane Ealy			P				P				P				A			75
Miss Mary Steuber		P				P				A					P			75
Jerlean Bradley		P				P				A					P			75
Miss Peggy Tischner	P				A				P				P					75
Shelton Rodgers	P				A				P				P					75
Miss Chris Williams	P				A				P				P					75
Jacqueline Austin	P				A				P				P					75
Wendy Rodgers	P				A				P				P					75

Bethel Methodist

By: Miss Marie Held - Reading Assistant

Mrs. Agnes Cobbs - Urban Specialist

Mrs. Mary Mitchell & Mrs. Edith Butts - Coordinators

Getting Organized

Bethel Methodist had had not previous tutoring programs. Therefore, tutors had to be recruited. In December, 1967, a canvassing of the neighborhood by Mrs. Mary Mitchell, the coordinator, was unsuccessful. Mrs. Agnes Cobbs then recommended some high school girls who attended North Division and who were in her sewing class. These girls and two other high school tutors were to become the backbone of the tutoring staff.

In January, 1968, Mrs. Mitchell received names of children needing help in reading from the principal of Twentieth Street School. She then contacted the children's homes to explain the program to the parents and get their consent. January 27, 1968 was the first meeting of tutors and tutees; nine high school tutors and two tutees were present.

Problems of Coordination

Getting tutees to attend regularly was the first task. At the second session on February 3, the number of tutees present increased from two to three. This meant Mrs. Mitchell and Mrs. Edith Butts, the assistant coordinator, had to contact the homes of the children again.

The tutors had no experience in the tutoring of reading. In-service courses had to be established to familiarize the tutors with reading materials at the center and procedures to follow. Eight in-service sessions were held; attendance by tutors was not 100%. Although the tutors evidenced loyalty and interest by their fairly consistent attendance with the tutees, it was difficult

to get them to begin work on time and accomplish things in the tutoring sessions directly related to the reading growth of the child. One could not be dictatorial with the tutors because they were volunteering their time, and tutors were difficult to find.

In May a meeting was held with Mrs. Mitchell and the reading assistant at the request of the latter to establish written guidelines for tutor performance. The guildelines were never introduced due to other intervening factors.

The Program

Who

Coordinator - Mrs. Mary Mitchell

Assistant Coordinator - Mrs. Edith Butts

Tutors:

Marilyn Bowie
Linda Harrison
Nancy Krauthramer
Ollie Mitchell
Judy Reed
Linda Robinson
Lynda Warnock
Carla Young

Tutees:	Grade:	School:	Reading Problem:
Ruby Hardin	P6	Twentieth St.	Word Attack
Kevin Smith	P6	Twentieth St.	Word Attack
Donald Eison	P7	Twentieth St.	Word Attack
Pamela Williams	4B	Twentieth St.	Word Attack
Cheryl Johnson	4B	Twentieth St.	Word Attack
Cecilia Taylor		Twentieth St.	Varied
Ruth Watson		Twentieth St.	Varied

Reading Assistant - Marie Held

How Many

From the January 27 figure of two tutees, this number rose throughout February to nine. Of these original nine tutees, five remained. A few others heard about the program from friends and replaced the tutees of the original group who had dropped out by May. The largest number of tutees enrolled was ten in March. This number represents all the center can accomodate due to physical plant limitations.

Enrollment as of the first week in June, 1968, is 7 tutees and 8 tutors.

How Often

Tutoring sessions were weekly on Saturday morning from 10:00 a.m. to 11:30 a.m. In-service sessions when held followed the tutoring and ended at about 12:15 p.m.

School Relationship

Mrs. Mitchell contacted the principal of Twentieth Street School on January 11, 1968 to explain the program. She reported he was cooperative and agreed to send her a list of ten children in third or fourth grade who are in need of help in reading. By January 19 she had received the list of seven names.

On January 25 the reading assistant took the parent release forms to Twentieth Street School in order to get psychological information. The principal was cooperative and expressed interest in future progress of the program.

Twice Mrs. Mitchell took the Teacher Questionnaire to the principal for an original and then a final estimate of the students' progress. Again the principal was cooperative.

Highlights

Saturday before Easter vacation the children had an Easter party. Baskets which had been made from milk cartons were hidden and found, and the children were served refreshments.

Mrs. Butts had supplied cookies and mild as an end-of-the-morning treat throughout the tutoring time. On May 11, 1968 the tutees and tutors took a trip to the Milwaukee city museum to view the space exhibit and other exhibits. Everyone thoroughly enjoyed the trip, including the tutors who asked, "When will we be taking another trip?"

Evaluation

Results from the Parent Questionnaire were divided about whether or not the parents perceived a change in their child's attitude toward and skill in reading. Almost all wanted their child to continue in the program. The tutors were realistic in their assessment of the program. Results from the Teacher Questionnaire were also divided about whether there was a positive change in the child's self-concept, attitude toward school, and academic progress.

Results from the Spache Diagnostic Tests did not show any major change in reading ability of the children. These findings do not include test results on all the tutees.

Recommendation and Summary

The willingness and eagerness of parents to have their children continue in the program seems to indicate a reason for providing tutoring in reading. The Spache Test results seem to indicate a need for such a tutoring program.

It has taken these past months to get organized and come to the full realization of effort necessary on everyone's part if a program is to succeed. With the existing organizational know-how, the summer program can focus more on improvement of reading instruction. Mobilizing the tutors for increased effectiveness is the next major goal. If the tutors could be paid for their efforts, definite expectations could be set up and more could be demanded of them. If the tutors arrive at honest self-evaluation and commitment, the ingredients for a successful program are present.

The Panther's Den - The Reading Academy
(formerly St. George)

By: Miss Marie Held - Reading Assistant

Mrs. Agnes Cobbs - Urban Specialist

Fr. Benefee & Miss Laura Wilson - Coordinators

Getting Organized

In December, 1967 contacts with Fr. Benefee, director of the Reading Academy, to discuss its operation began. Christmas vacation intervened, so in January work began in earnest. Fr. Benefee called a staff meeting on January 5 to explain the organizational structure for the Academy. This structure consisted of one adult tutor working with approximately four tutees for one hour. The tutor would be assisted by Neighborhood Youth Corp aides. On January 22, 1968 the first group of children came for instruction.

Problems of Coordination

Although the structure of the Academy was clearly defined, it was difficult at first getting some of the aides to perform assigned duties. It was also difficult getting some tutees to respect the rights of others.

Arranging time to familiarize the tutors with reading materials and procedures also proved to be somewhat difficult. Some of the tutorial staff was involved in writing and explaining a proposal submitted to the State of Wisconsin and another organization to get funds to expand a communication skills program. This proved to be a time consuming thing and detracted from the time allotted to strengthening the existing reading program. However, three in-service meetings have been held in addition to individual suggestions presented to the tutors in conference.

The Program

Who

The reading program of The Panther's Den - The Reading Academy was funded by the state and another organization which meant the Academy was able to move to larger facilities in April and thus expand the reading activities. Therefore, there are two sets of personnel to describe. The first structure described covers the period from January, 1968 through the beginning of April.

Coordinator - Fr. Benefee

Assistant Coordinator - Laura Wilson

Tutors:

Elna Benefee
Josh Reckord
John Donat
Pat Van Peursen
Laura Wilson
Fr. Benefee

Tutees:	Grade:	School:	Reading Problem:
Dallas Pierce	P3	Twelfth St.	Comprehension
Debra Lawrence	P4	Twelfth St.	Word Attack
Bonnie VanLangingham	P4	Brown St.	Word Attack
Rachelle Lyons	P4	Twelfth St.	Word Attack
Ramell Lyons	P4	Twelfth St.	Word Attack
William Harrison	P4	Twelfth St.	Word Attack
Duane Brown	P5	Brown St.	Word Attack
Connie Pierce	P7	Twelfth St.	Word Attack
Santana Harrison	P7	Twelfth St.	Word Attack
Carol Harrison	5B	Twelfth St.	Word Attack
Michael Harrison	6B	Twelfth St.	Word Attack
Anthony Harrison	7A	Fulton Jr.	Word Attack
Adelaide Harrison	8A	Fulton Jr.	Word Attack
Corwin Wilson		St. Phillips	Word Attack
Gregory Wilson		St. Phillips	Word Attack
Sam Brown		Brown St.	Word Attack
Lester Ward		Twelfth St.	Word Attack

Reading Assistant - Marie Held

The tutees listed above are children who had attended previous sessions of the Academy. They generally attended either Twlefth Street School or were brought by one of the tutors. This latter group attended Brown Street School.

At the beginning of May the Academy was moved to the new quarters, had recruited more tutors, and did enlarge the student body. The structure described covers the period from the beginning of May to the beginning of June, 1968.

Director - Fr. Benefee

Coordinator - Laura Wilson

Tutors:

Samuel Daniels
Josh Reckord
Shirley Stewart
Ronald Liberty
John Donat
Charlene Owens
James Epperson
Joanette Butler
Leonard Mosely
Pat Van Peursen
Nandonna Craft

Tutees - There were 45 students.

Reading Assistant - Marie Held

How Many

Attendance went from an average of sixteen students per time in February, March and April to 45 in May. In March the tutor who brought 4 of the children was unable to come so consequently the four children did not come. Most of the students who attended the first session came from three families and were fairly faithful in attendance.

How Often

The tutoring time at the Academy for the end of January, February, March, and the beginning of April was 3:45 p.m. - 5:00 p.m. Monday, Wednesday, and Friday. In May the tutees were divided into two tutoring groups--a Monday-Wednesday group and a Tuesday-Thursday group, each meeting from 4:00 p.m. to 6:00 p.m. Friday was scheduled for films.

School Relationships

Contact with the principal of Twelfth Street School had been made by Fr. Benefee before the January tutoring began. Since the students were not recommended by the school, there was no communication between the coordinator of the Academy and the school as to the purposes and accomplishments of the Academy.

In March the reading assistant contacted the vice principal to get information regarding the students' learning ability and social behavior and in May to request teacher cooperation in filling out questionnaires. The vice principal was cooperative.

Highlights

In February the entire group took a trip to the library and a few individual tutors and tutees went thereafter.

One of the major objectives of the Academy is to help youth develop an organization which expresses their will by involving as many as possible in the planning and implementation of the program activities. To help accomplish this, in March the students organized RASA--Reading Academy Student Association. Nomination of candidates, campaigns, a mock political convention, and election of officers were held. The culmination was publication of the first edition of the student newspaper which contained election results.

The student body was involved in evaluation of the program. They were asked what they felt they had learned and to comment on the materials used in the tutoring.

Evaluation

A perusal of the Parent Questionnaires suggests the parents felt their child showed positive gains in attitude toward and skill in reading since attending the Academy. As a whole the parents would like their children to continue in the program.

The tutees thought the tutoring was beneficial and enjoyed the word games. Results from the Teacher Questionnaires generally seem to indicate a positive change in the child's self-concept and in his relationship to other children. Tutors of the students indicated a change in attitude, but not appreciable growth in reading skill.

Tabulation of results from the Spache Diagnostic Test indicates generally very slight gain in reading. The reading growth that did occur is not concentrated in any one skill area. These results do not include test results on all the tutees. What is not measured on the test is increase in willingness on the part of the tutees to work. Through observation this seems to be happening.

Recommendation and Summary

To decide success or failure of a program on the basis of significant increase in reading scores is taking into account only one area of growth. The tutors had and have the responsibility of learning about the dynamics involved in the teaching of reading. The students seem to have taken a period of time to reach a stage of readiness wherein tutoring can be achieved. Work relationships do not occur in a vacuum.

Specific plans are being made for the organization of the summer session. Responsibilities are being defined. A reading program for first year readers was ordered and has arrived from Educational Developmental Laboratories, Inc. This will be used this summer for the first time. The tutors will be required to attend morning sessions for a week to acquire some knowledge about how to teach reading.

The reading assistant anticipates the summer session will make a positive contribution in all areas.

El Shaddai Coffee House

By: David Pearson - Reading Assistant

Mrs. Mary Suttle - Urban Specialist

Bruce Brunkhorst - Coordinator

Getting Organized

El Shaddai had been operating a tutoring program before the U.W. Extension became involved. However, little organized teaching and procedures were taking place. Most tutors came from Caroll College in Waukesha on Saturday mornings with some others coming from Marquette University and the University of Wisconsin-Milwaukee during the week and on Saturdays. Almost all tutors agreed to emphasize reading as proposed in the Reading Tutoring Program. This program started in January with planning and training meetings taking place at the Center and at the UWM sessions. Coordinating of the center was done by Bruce Brunkhorst, who lived at the center as a VISTA worker. Bruce and another VISTA worker had fixed up the previously condemned coffee house during the summer of 1967.

Problems of Coordination

The center was plagued with lack of church and neighborhood support. Most members of El Shaddai Church do not reside in the neighborhood, which is one of the most deprived and run-down neighborhoods in Milwaukee. As a result, there was little more than financial support of the center during much of the year. However, in March the church employed Mrs. Armstrong as a coordinator for all programs at El Shaddai. She was not able to build a lasting relationship in the community and quit after working three or four weeks. The church has been trying to get a replacement ever since.

Regular tutoring sessions were difficult with college tutors, since they were frequently absent because of studying for exams and going home for vacations and breaks. During the winter, transportation posed a problem to the Caroll College students at times. Therefore, it was necessary to assign more than one tutor to a child.

Highlights

Several tutors were recruited from the neighborhood and attended training sessions at UWM and at the center. In early April, a parent meeting was held to inform parents of things they could do to help their children read better. Jerry Redding, another reading assistant, gave additional time to some children and tutors on Saturday mornings to improve the quality of reading instruction. This enabled the reading assistant to give more time to his three other centers.

Evaluation

Test results showed some improvement on the average, but not as significant as other centers. Questionnaires to tutors, parents and pupils indicated some improvement seen, with some exceptions. Little improvement was indicated by classroom teachers on their teacher questionnaires.

Attendance for May was much lower than usual due to final exams and early dismissal of college and university tutors.

El Shaddai

May Attendance

Grade	Tutee	Tutor	Hrs. Attended	Reading Problem
6A	Diane Goodman	Colleen Fallon	0.0 hrs.	Comprehension
[illegible]	Donna Green	Margie Laurance	3.0 hrs.	Word Attack
[illegible]	Clementine Green	Candy Fabri	0.0 hrs.	Word Recognition
4A	Louis Green	Wally Kukuk	0.0 hrs.	Word Recognition
4B	Judy Johnson	Pam Holzschul	3.0 hrs.	Word Attack
P6	Phyllis Johnson	Barbara Groh	3.0 hrs.	Word Attack
	Roger Johnson	Bruce Czajkowski	4.5 hrs.	Word Attack
5A	Connie Lee	Nancy Schuette	0.0 hrs.	Word Attack
6B	Jackie Molton	Jill Kelly	0.0 hrs.	Word Attack
P3	Barbara Pearson	Lar Beale	2.0 hrs.	Word Recognition
P3	Dewayne Pearson	Clare Aukofer	3.0 hrs.	Word Recognition
4B	Ricky Robinson	Trudy Black	0.0 hrs.	Word Attack
P2	Feil Sheppard	Carole Hale	0.0 hrs.	Word Attack
P6	Hundah Sheppard	Margaret Ebberhardt	4.0 hrs.	Word Attack
6A	Brenda Solomon	Cary Rosenek	4.0 hrs.	Word Attack
P6	Jessie Solomon	Diane Kitzrow	6.0 hrs.	Word Recognition
6B	Donna Thompson	Liz Bard	2.0 hrs.	Word Attack

Calvary Church

By: David Pearson - Reading Assistant

Mrs. Agnes Cobbs - Urban Specialist

Rev. Burns & Mrs. Liston - Coordinators

Getting Organized

In February, a semi-tutoring situation was in existence at Teutonia and Chambers in an old store which was owned by the church. However, little, if any, educational value was being given at the center in the way in which it was organized. Although Rev. Burns, the assistant minister and coordinator, agreed to start a reading tutoring program after Christmas, nothing was done. Mrs. Cobbs tried frequently to get the program started but it was not until March that this was accomplished.

The center started meeting on Saturday mornings with Mrs. Liston, a friend of Mrs. Cobbs, acting as coordinator. Five ladies from Calvary Church volunteered to tutor along with ten to fifteen high school students from New Berlin who were being bussed in every Saturday morning. Twenty-one children were recommended by the Fourth Street School. Since the tutors had had no previous training, the reading assistant tried to give them as much background in the program and as much reading instruction as possible while still letting them work with their pupils. The reading assistant was able to be at the center ten out of the thirteen Saturdays since he was able to get help at his other Saturday center. The acting coordinator did a wonderful job of both leading and working with tutors and pupils.

Problems of Coordination

The shortness of the total reading program, the absence or dropping out of the program by tutors and pupils, the inadequacy of storage space for

materials, the lack of adequate training for high school tutors, the absence of more than initial parent contact, and the frequent tardiness of the acting coordinator prevented a smooth running and effective program. The church did supply a storage cabinet for the reading materials, but it was not done until the end of May. Real involvement and commitment to the immediate neighborhood by Calvary Church is the biggest need of this reading center.

Evaluation

Parent, pupil, and tutor questionnaires generally indicated some improvement seen in the children. However, there was very little progress indicated by teachers in their evaluation. Test results indicated moderate gains.

The Program

Coordinator - Rev. Burns
(Rev. Burns began the program, but he did not complete it.)

Acting Coordinator - Mrs. Florance Liston

Grade	Tutees	Tutors	May Attendance	Reading Problem
	David Barham	Odessa Cooper	0.0 hrs.	Word Attack
P8	Leon Elles	Judene Walters	5.0 hrs.	Word Attack
P7	Leonardo Heard	Pat Matosic	4.0 hrs.	Word Recognition
P8	Marilyn Jones	Pat Matosic	5.0 hrs.	Word Attack
P8	Marvin Jones	Patti Hamilton	4.0 hrs.	Word Recognition
P7	Ricky Jones	Stephen Rauder	5.0 hrs.	Word Recognition
	Mike Kilgore	Joann Adkinson	4.0 hrs.	Word Attack
P7	Marsha LaRous		5.0 hrs.	Word Attack
P7	Laura Owens	Sandy Schaaf	4.0 hrs.	Word Attack
5B	Richard Rice	Trinette McCary	0.0 hrs.	Word Attack
P7	Sherry Rowe	Kathy Keenan	3.0 hrs.	Word Attack
4B	Erniece Ryland	Clo Sleininger	4.0 hrs.	Comprehension
P8	Anthony Vann	Ola Lamkins	4.0 hrs.	Word Recognition
P7	Kevin Walton	Ines Gehrke	5.0 hrs.	Word Attack
	Michael Woods		4.0 hrs.	Word Attack
	Donald Woods		4.0 hrs.	Word Attack

Fellowship Church

By: David Pearson - Reading Assistant

Mrs. Mary Suttle - Urban Specialist

Miss Judy Hetts - Coordinator

Getting Organized

Fellowship Church has run smoothly and effectively as a tutoring center since it started on January 11, 1968. At the beginning, there were nine children and nine tutors. Tutors have met with their children two times a week, mostly on Tuesday and Thursday for a total of two hours. About six meetings were held with the parents of the children in the program. The first of these meetings dealt with what parents could do to help their children read better. Later meetings dealt with community problems and consumer buying. Several parents were recruited as tutors and the semester ended with ten tutors and twelve children in the program.

Evaluation

Average gains of eight months were noted in the test results of the children, showing the effect of more than once a week tutoring. Almost all questionnaires filled out by parents, pupils and tutors indicate progress seen in reading. Most classroom teachers indicated also that progress was observed.

The success of this center is largely due to two factors. First, Miss Judy Hetts, the Church coordinator, lived next to the church with the minister's family and thus was able to keep in good contact with pupils, parents and tutors. Secondly, the church had the assistance of three and sometimes four VISTA volunteers.

The attendance for May was lower than usual because some tutors were ill and some VISTA workers left.

The Program

Coordinator - Miss Judy Hetts

Grade	Tutees	Tutors	May Attendance	Reading Problem
P5	Shelby Bates	Carol Calvin	8.0 hrs.	Word Attack
P7	Gary Greer	Steve Eberhardt	7.0 hrs.	Word Attack
P6	Craig Harden	Steve Eberhardt	7.0 hrs.	Word Attack
P5	Toni Kirksey	Martha Clinger	9.0 hrs.	Word Attack
P6	Debra Luckett	Beverly Bennett	0.0 hrs.	Word Attack
P8	Deloris Parker	Pam Thompson	6.0 hrs.	Word Attack
P7	Delsey Rucker	Susam Brooks	4.0 hrs.	Word Attack
P6	Charles Strauch	Dan Steffen	4.0 hrs.	Word Recognition
P8	Paul Thompson	Judy Hetts	8.0 hrs.	Word Attack
4A	Debbie Versey	Diane Linderman	8.0 hrs.	Word Attack
4B	Rodney Varsey	David Arthur	4.0 hrs.	Word Recognition

Incarnation Church

By: David Pearson - Reading Assistant

Mrs. Mary Suttle - Urban Specialist

Merle Boos - Coordinator

Getting Organized

Incarnation Church was not officially sponsored in the tutoring program, but it took part in all phases of the testing and evaluating processes. Being a member of Incarnation, the reading assistant promoted interest in the program and was able to obtain the services of the Parish Worker, Merle Boos, who acted as coordinator. Tutors came from interested church members, members from other Lutheran congregations, and from local Block Clubs who had been formed with assistance from the church.

A great deal of cooperation was given to the center by Mr. Hanke, the principal of nearby Keefe Avenue School. A list of over 200 children was given to Mr. Boos from the school indicating children who were recommended by their teachers and whose parents wanted their children in the program.

The Program

The tutoring began at Incarnation in the middle of February with eighteen tutors and eighteen pupils. Approximately half of the tutors were able to attend the five training sessions. Tutors met children at scheduled times during the week when it was convenient for both the child and tutor to come. Most tutoring took place on Tuesday from 3:30 p.m. - 5:30 p.m. and Saturday from 10:00 a.m. - 12:00 m. Tutors met for an hour a week with their child. About $200.00 worth of basic materials and a $70.00 storage cabinet were bought by the church for the program. The basic materials were the same as other centers were using.

Highlights

Tutoring went quite smoothly with the center planning two field trips for all children to the Milwaukee Journal and to the library. Many tutors invited children to their houses and took them on trips with their own children.

Additional tutors are volunteering from outlying congregations to work in the program during the summer and fall.

Evaluation

Test results indicate an average progress of about twice the normal gain for the three month testing period. Questionnaires sent to tutors, parents, and pupils generally indicate improvement seen in each child's progress.

Grade	Tutees	Tutors	May Attendance	Reading Problem
P3	Cheryl Adams	Mrs. Ford	3.0 hrs.	Word Attack
6B	Pauline Adams	Mrs. Luster	1.0 hrs.	Comprehension
	Eddie Brown	Mrs. Pearson	1.0 hrs.	Word Attack
4B	Wonda Carroll	Mrs. Kelly	3.0 hrs.	Word Attack
4A	Doris Farmer	Mrs. Esch	3.0 hrs.	Comprehension
5B	Marnette Farmer	Mrs. Fuller	6.0 hrs.	Word Attack
P5	Alfreda Gladney	Mrs. McIntyre	3.0 hrs.	Word Attack
4B	Keith Green	Mrs. Hichks	3.0 hrs.	Word Attack
6A	Daniel Johnson	Mrs. Carr	6.0 hrs.	Word Attack
4A	David Jones	Mr. Jones	3.0 hrs.	Word Attack
6B	Robert Jones	Mr. White	0.5 hrs.	Word Attack
	Desiree Kelly	Mrs. Tucker	2.0 hrs.	Word Recognition
5A	Joanette Kelly	Marilyn Ramlo	7.0 hrs.	Word Attack
5A	Patricia Letherwood	Mrs. Kinsey	5.0 hrs.	Word Recognition
P5	William Letherwood	Mrs. Pearson	1.0 hrs.	Word Recognition
P6	Jeonice Riley	Mrs. Nolte	1.25 hrs.	Word Attack
5B	Darlene Staples	Mrs. Robinson	2.0 hrs.	Word Attack
	Gene Steffans	Mrs. Luhn	4.5 hrs.	Word Attack
	Carprista Ward	Mrs. Gartman	4.0 hrs.	Word Attack
P3	Christopher Ward	Mrs. Gartman	4.0 hrs.	Word Attack
	Cheryl West	Mrs. Stayhon	3.0 hrs.	Word Recognition

Appendix A

1967-1968 Budget Report

Center for Community Leadership Development

University of Wisconsin - Extension

Reading Clinic - School of Education
University of Wisconsin-Milwaukee

Frederick C. Beals Fund - Reading - 133-5730 - $15,000

Date	Name	Commodity	Paid	Refund
9-67	A. Schoeller	Preparation	$ 900.00	
2-22-68	S. Scott	Teach	60.00	
3-28-68	S. Scott	Teach	60.00	
3-23-68	D. Pearson	Teach	50.00	
4-6-68	A. Pieper	Teach	60.00	
11-1-67	M. Hoffmann	Coordinator	1368.75	
11-20-67	K. Dettmann	Coordinator	1145.30	
11-1-67	B. Wesbey	Coordinator	1329.04	
11-1-67	M. Held	Coordinator	1329.04	
11-20-67	D. Pearson	Coordinator	1145.30	
12-14-67	S. Scott	Teach	60.00	
1-4-68	Webster	Reading Supplies	605.13	
5-9-68	Milw. News	Reading Supplies	121.20	
5-9-68	Reader's Digest	Reading Supplies	117.66	
3-14-68	Webster	Reading Supplies	117.27	
1-4-68	Garrard	Reading Supplies	331.72	
1-17-68	Readers' Choice	Reading Supplies	288.00	
1-4-68	Scott Foresman	Reading Supplies	166.58	
1-4-68	Acme School	Reading Supplies	30.98	
1-4-68	American Ed.	Reading Supplies	66.30	
1-17-68	Genius	Reading Supplies	298.59	
1-4-68	MacMillan	Reading Supplies	13.50	
1-4-68	Kenworthy	Reading Supplies	7.50	
1-4-68	D. McKay	Reading Supplies	42.00	
1-4-68	Reader's Digest	Reading Supplies	102.60	
1-4-68	Bureau of Pub.	Reading Supplies	8.75	
1-4-68	Ginn	Reading Supplies	5.60	
1-4-68	Ed. Devel.	Reading Supplies	49.20	
1-17-68	Beckley-Cardy	Reading Supplies	278.00	
1-10-68	UWM	Teaching Supplies (Kits)	63.00	
3-21-68	Webster	Reading Supplies	160.22	
3-21-68	Garrard	Reading Supplies	31.41	
3-22-68	Readers' Choice	Reading Supplies	27.13	
3-21-68	Scott Foresman	Reading Supplies	14.01	
3-21-68	Acme	Reading Supplies	13.50	
3-21-68	American Ed.	Reading Supplies	1.40	
5-3-68	St. Mark's	Reading Supplies		$120.00
5-6-68	Church of Incarnation	Reading Supplies		200.00

		Spent	Balance Per Original Budget
Testing Operators		--	$2000.00
5 Graduate Assistants		$6317.43	682.57
Technical Direction		1253.00	1747.00
Reading Materials	$2898.25		
Paid by Churches	-320.00		
	2578.25	2578.25	421.75
		$10148.68	$4851.32*

* The costs for testing expenses, evaluation reports, recent supply orders, consultation fees, and the printing of a Volunteer Guidebook for the program have not yet been processed.

Submitted by:

Professor George Freskos
Acting Chairman
Center for Community Leadership Development

It is recommended that any remaining funds left in the budget after all expenses have been met be used to purchase additional reading materials, especially books, for each of the centers. A bare minimum of materials has been provided the present twelve centers. Three or four new centers will be added next year. An additional $150 to $200 worth of books would probably use up advantageously the balance that will remain in the budget.

Another suggestions for appropriate expenditure of the budget balance would be to prepare more of the Volunteer Guidebooks or to prepare additional materials for the use of the tutors.

Therefore it is recommended that this money be left in the fund until the final invoices are processed and some additional materials are ordered. If any balance still remains, it could be applied to the other expenditures suggested above.

--- Arthur Schoeller

Appendix B

1968-1969 Budget Request

VOLUNTEER READING TUTORING PROGRAM

Center for Community Leadership Development

University of Wisconsin - Extension Division

Reading Clinic - School of Education
University of Wisconsin-Milwaukee

in cooperation with

The Milwaukee Public Schools

Estimated Budget for the School Year 1968-1969

Requested for Support of the Second Year of the Project

8 Reading Assistants 1/4 time OR 16 Reading Assistants 1/8 time (For 15 centers and 1 supervisor) at Graduate School scale $1800/yr.	$14,400
1 additional Supervisor 1/8 time	900
Consultant (one semester)	950
Consumable materials for 12 centers @ $100	1,200
Reading materials for 12 centers @ $100	1,200
Teaching and consumable materials for 3 new centers @ $600	1,800
Testing materials	500
Technical evaluation	500
Teaching 3 series of five tutor training classes	500
Materials for training classes	250
Total	$22,200